



KENTUCKY READING FIRST SEPTEMBER UPDATE (3) September 13, 2004

Dear District /School Coaches and Principals:

The KDE Reading First Core Team would like to thank the over 80 Kentucky representatives that attended the 1st National Reading First Conference, held in July in Minneapolis, Minnesota. We have heard that many of you enjoyed this conference and were able to share stories with fellow educators, implementing Reading First, from across the U.S. We are glad you were able to attend and are hopeful that many other Kentucky representatives can attend next year. As soon as we receive information about next year's conference, we will forward it to you.

The KDE Reading First Core team is continually striving to assist you with implementation of services. We are working diligently with our vendor to resolve several of the challenges we are facing with this first testing/assessment window. We appreciate your continued patience throughout this process.

Several questions have surfaced around the responsibilities of School Reading First Coaches. School Reading First Coaches should not be involved in or overseeing any activity that is not directly related to the implementation of the school's Reading First grant. One hundred percent (100%) of the School Coach's time must be focused on implementing the Reading First grant activities. Therefore, activities such as: bus duty, administrator responsibilities, discipline, lunchroom duties, substitute, etc. are activities that are **not** allowable. Working with small groups of children should be done on an occasional basis for the purpose of collecting data for assessment purposes.

This first year of implementation should emphasize core program implementation. During this first year, one objective should be to make sure all primary teachers have a clear understanding of how to implement the core program effectively. This includes adhering to the fidelity of the core reading program. This does not mean that districts and schools should neglect implementing the supplemental and intervention programs.

I. PROFESSIONAL DEVELOPMENT Kentucky Reading Association Conference

The Kentucky Reading Association (KRA) Conference is scheduled for September 17th & 18, 2004. This year the conference will be held in Lexington at the Radisson. We encourage you to attend this professional development. If you have not registered yet, you may register on-site on Friday or Saturday. We hope to see you there.

Mark your Calendars: Kentucky Reading First Principals' Institute

We are in the process of planning a Reading First Principals' Institute. This institute will be held on October 4, 2004 and will be at the Kentucky History Center, 100 West Broadway in Frankfort, Kentucky. This will meet seven (7) hours of the required minimum 20 hours of Reading First professional development. Leadership credit will be provided for this professional development experience. More information will be forth coming about this session.

Program-Specific Professional Development

Most of you have experienced your initial core program professional development. The next step should be to contact your vendor for follow-up on professional development on the core program. The follow up professional development should be designed to allow teachers to take a deeper look at the program's structure and resources.

II. STATE TECHNICAL ASSISTANCE/MONITORING

State Technical Assistance

The Reading First Core Team would like to thank technology staff from 30 districts that attended the Wireless Generation mCLASS Palm installation training. Since that training, Wireless Generation has provided additional guidance regarding compatibility with KDE technology infrastructure to help ensure secure transmission of information. Once fully implemented, the mCLASS software will greatly improve the ease and efficiency of administering the DIBELS assessment.

Monitoring

During the week of October 4th, Kentucky will have another Federal monitoring team visit. For this particular visit, the monitors plan to participate in the Principals' Institute, interview the KDE Reading First Core Team, and visit three Reading First districts/schools. KDE has already contacted the three districts who have been identified for the monitoring visit.

III. BUDGET SUPPORT

Year One funding must be spent or obligated by **September 30, 2004**. Please make sure you review your budgets and are on track to meet this timeline.

IV. ASSESSMENTS

GRADE

Your student booklets should have already been sent to AGS. AGS will begin scoring once all Kentucky booklets have arrived.

DIBELS

Wireless Generation has informed us that the cost for multi-age kits is \$67.00. If you need additional kits, please contact:

Jeanne Cannarozzi
Account Manager
Voice: 212-213-8177 X.2045
Fax: 212-213-8749

Email: jcannarozzi@wirelessgeneration.com

DIBELS administration should be completed by September 24th and synced to Wireless Generation no later than September 28, 2004.

V. NATIONAL/STATE EVALUATION

National Impact Study

Several schools were identified to participate in the National Impact Study Evaluation. The National Impact Study team has planned to begin their site visits within the next two months.

State Evaluation Team

The District Annual Performance Report is due to Dr. Kaye Lowe on or before September 30, 2004. Please submit this report on time so that the evaluation team can begin to compile data for the State's Annual Performance Report. This information will then be forward to the USDoE Reading First Office.

The State Evaluation Team will be visiting the case study sites throughout the month of September. Each School Reading First Coach should have received a copy of the evaluation tool and set of interview questions that will be used during their site visits.

Several districts have asked for a bit of clarification on the evaluations and monitoring visits associated with Kentucky Reading First. All districts/schools signed an assurance to participate in any federal or state evaluation. The National Impact Study Evaluation is designed as a comparison study for funded Reading First sites and non-funded Reading First sites. This study will focus on the implementation of Reading First at the local level. One primary objective is to find out the impact Reading First funding has on the overall improvement of reading achievement for primary age students.

The State Evaluation will be a broader evaluation of how the state, in general, is implementing Reading First, as outlined in the approved Kentucky Reading First plan. As a part of this evaluation, the team will focus primarily on the implementation of Reading First in 20 schools. The twenty (20) schools have been identified and will participate in several evaluation components such as: site visits, interviews, and classroom observations.

We appreciate your cooperation with the federal and state evaluation teams.